DOCUMENT RESUME

ED 424 475 CE 077 484

TITLE	Success Skills for the Textile Industry: Team Building (SS2). Workforce 2000 Partnership.
INSTITUTION	Enterprise State Junior Coll., AL.; MacArthur State Technical Coll., Opp, AL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1997-00-00
NOTE	46p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
AVAILABLE FROM	Enterprise State Junior College, P.O. Box 1300, Enterprise, AL 36331; Web site: http://www.esjc.cc.al.us
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; Basic Skills; Carpeting; Cooperative Planning; Course Content; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; *Job Skills; Learning Activities; Listening Skills; Literacy Education; Needs Assessment; *On the Job Training; *Problem Solving; Promotion (Occupational); Skill Development; *Team Training; *Teamwork; *Workplace Literacy
IDENTIFIERS	*Textile Industry

ABSTRACT

This curriculum package on team building is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. The curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for team building; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on team building techniques for solving problems in the workplace. (KC)

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ED 424 475

Success Skills for the Textile Industry: Team Building (SS2)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics are developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors.* New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment, becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

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Module: Team Building **Author:** Wanda Bass/Phillip Johnson
Job Title: Hourly Textile Employee
General Instructional Objective: To utilize team building techniques in solving problems in the work place
Overall Time: 4 hours

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	10 min	1.1 Motivational Activity: Word Search -- team-oriented terminology	Handout: "Word Search"	Complete exercise
(Preview)	15 min	2.1 Assessment Activity	Preview	Mark an answer for each question on quiz
Discuss the benefits and components of a successful team	40 min	3.1 Instructional Activity: Team Exercise	Handout: "Team Building Exercise Answer Sheet"	Participate in activity and in follow-up discussion
Discuss the traits of good teamwork.	20 min	4.1 Instructional Activity: Video	Workplace Readiness Video, "The Changing Workplace: Teamwork." IN: Agency for Instructional Technology, 1992.	Define being a team member/group member.
Verify the characteristics of teams as opposed to the characteristics of groups	20 min	5.1 Instructional Activity: Discussion -- group vs. team	Handout: "Groups vs. Teams" (See original source: Maddux, Robert B., Team Building: An Exercise in Leadership. Revised Ed. Menlo Park: Crisp, 1986. 5.	Recall the traits of good teamwork

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	20 min	5.2 Instructional Activity: Discussion -- teams	Handouts: "What Is a Team?", "What Makes Teams Successful?", "Traits of 'Good' Teamwork", "Key Skills and Tools Which Make Teams Work", "What Could Make a Team Fail?"	Participate in discussion
Discuss the categorical roles of members of groups	10 min	6.1 Instructional Activity: Discussion -- roles in groups	Handout: "Membership Roles in a Group Discussion"	Participate in discussion
Identify problem solving techniques	20 min	7.1 Instructional Activity: Video	Workplace Readiness, "The Changing Workplace: Problem Solving." IN: Agency for Instructional Technology, 1992.	Watch video presentation attentively
	15 min	7.2 Instructional Activity: Discussion -- problem solving techniques	Handouts: "What are Problems?" (see original source: Maxwell, John. "What Are Problems." Your Attitude: Key to Success. N.p. : ARGUS, n.d.), "Problem Solving", "Elements of the Ishikawa Diagram"	Participate in discussion

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	20 min	7.3 Instructional Activity: Self-evaluation -- learning styles	Handouts: "Learning Styles Checklist" , "Checking the Checklist"	Complete checklist
(Closure)	35 min	8.1 Instructional Activity Applied Practice -- problem solving	Handout : "Problem Solving"	Apply problem solving steps in solving a problem as a team effort
(Review)	15 min	9.1 Assessment Activity	Review	Complete Review

LESSON PLAN

1.1 Motivational Activity – 10 minutes

Participants are given a copy of the handout "Word Search." They are given 60 seconds to find as many of the words as possible. At the end of the 60 seconds, the instructor asks for the highest number of words found. Participants are assigned a partner and asked to find the rest of the words in one minute. When that minute has expired, the instructor asks for the highest number of words found. At that time, participants are assigned to teams and asked to find the rest of the words. Participants are told to make sure everyone in the team is marking the words on their copy of the handout. When all words are found by each team, the instructor will lead a discussion on how much easier the task was when working together as a team rather than working individually.

2.1 Assessment Activity – 15 minutes

The instructor will distribute preview. After completion, participants will return preview to the instructor for scoring.

3.1 Instructional Activity – 40 minutes

Before this session, the instructor will prepare 10-15 short exercises pertaining specifically to the training industry. These exercises may include the following:

- Problems in basic skills such as math, reading, and writing, especially examples such as the employee will use on his or her job
- Pictures of plant equipment to identify
- Examples of tools, materials, etc., to identify

The instructor displays the exercises throughout the room where participants will be allowed easy access. The instructor will distribute copies of the answer sheet and will review with the participants. Participants will be given 15 minutes to complete these exercises individually. At that time, participants are assigned to teams and asked to select a team leader and then decide on a team answer for each exercise. Participants will be given a brief opportunity to review the exercises of their choice before group consensuses. When complete, instructor shares correct answers and recognizes the winning team. The instructor leads a discussion in what makes a team successful and the outcome of this exercise.

4.1 Instructional Activity – 20 minutes

The instructor will give a brief preview of Workplace Readiness video - "The Changing Workplace: Teamwork." After showing video, the instructor will lead a discussion on what makes a team.

5.1 Instructional Activity – 20 minutes

The instructor will distribute and discuss the handout "Groups vs Teams."

5.2 Instructional Activity – 20 minutes

The instructor will distribute and lead a group discussion on the following handouts:

"What Makes a Team"
"What Makes a Team Successful"
"Traits of 'Good' Teamwork"
"Key Skills and Tools Which Make Teams Work"
"What Makes a Team Fail"

6.1 Instructional Activity – 10 minutes
The instructor will distribute and lead a group discussion on the handout "Membership Roles in a Group Discussion."

7.1 Instructional Activity – 20 minutes
The instructor will give a brief preview of Workplace Readiness video - "The Changing Workplace: Problem Solving." After showing video, the instructor will lead a group discussion on the contents of the video.

7.2 Instructional Activity – 15 minutes
The instructor will distribute copies and discuss the following handouts:

"What are Problems?"
"Problem Solving"
"Elements of the Ishikawa Diagram"

Participants will be asked to hold the blank copy of the Ishikawa Diagram to assist them in solving a problem assigned during the next activity.

7.3 Instructional Activity – 20 minutes
The instructor will explain to the participants that knowing the learning styles of an individual is helpful in both individual and team problem solving. Also, knowing your learning style will assist you when learning a new job. The instructor will distribute copies of the handouts "Learning Styles Checklist" and "Checking the Checklist" and ask the participants to complete the inventory. After the inventory has been completed by every student, the instructor will review and ask the participants to consider their own learning styles, as well as those of team members, and examine how learning styles impact problem solving methods.

8.1 Instructional Activity – 35 minutes
The instructor will assign participants to teams and distribute copies of the handout "Problem Solving." The instructor will ask participants to use their blank copy of the Ishikawa Diagram and the Problem Solving Steps to assist them in solving this problem. When teams feel that they have solved the problem, the instructor will lead a discussion on the results.

9.1 Assessment Activity – 15 minutes
The instructor will distribute copies of the Review. After the Review has been completed and scored, the instructor will give participants their individual copies of the Preview/Review and discuss the correct answers.

WORD SEARCH

G	S	B	R	T	S	U	R	T	A	E	M	K	C	M	B	P
O	T	U	A	V	J	C	D	A	N	M	C	O	E	P	A	K
A	E	G	C	I	O	E	M	P	T	E	R	M	S	V	J	R
T	O	Y	S	C	K	A	I	V	A	O	B	B	X	N	C	O
C	J	D	G	N	E	H	V	Z	Y	E	W	M	E	Y	X	W
E	W	S	T	F	O	S	B	L	R	L	G	J	I	H	W	M
P	R	V	F	U	O	I	S	S	N	C	K	J	I	Z	H	A
S	X	E	Q	P	M	L	T	E	A	M	Q	D	S	R	G	E
E	X	U	A	W	T	S	V	A	I	R	E	T	F	G	V	T
R	E	G	R	O	U	P	S	D	C	P	F	Q	H	F	I	K
A	D	O	Y	P	Z	C	E	N	O	I	N	I	P	O	U	J
K	L	A	C	Z	M	G	N	H	O	B	N	I	P	R	J	L
E	S	L	D	T	O	U	V	W	W	M	X	U	Y	M	T	Q
B	C	S	A	K	D	J	P	I	A	U	L	R	M	Q	A	Z
M	B	L	I	S	T	E	N	I	N	G	K	S	T	M	S	P
E	Z	C	F	B	Y	B	W	G	C	H	O	V	A	X	O	O
A	D	K	C	A	B	D	E	E	F	N	O	L	R	M	N	C

Please find the words listed below:

Team

Teamwork

Groups

Communication

Listening

Trust

Opinion

Respect

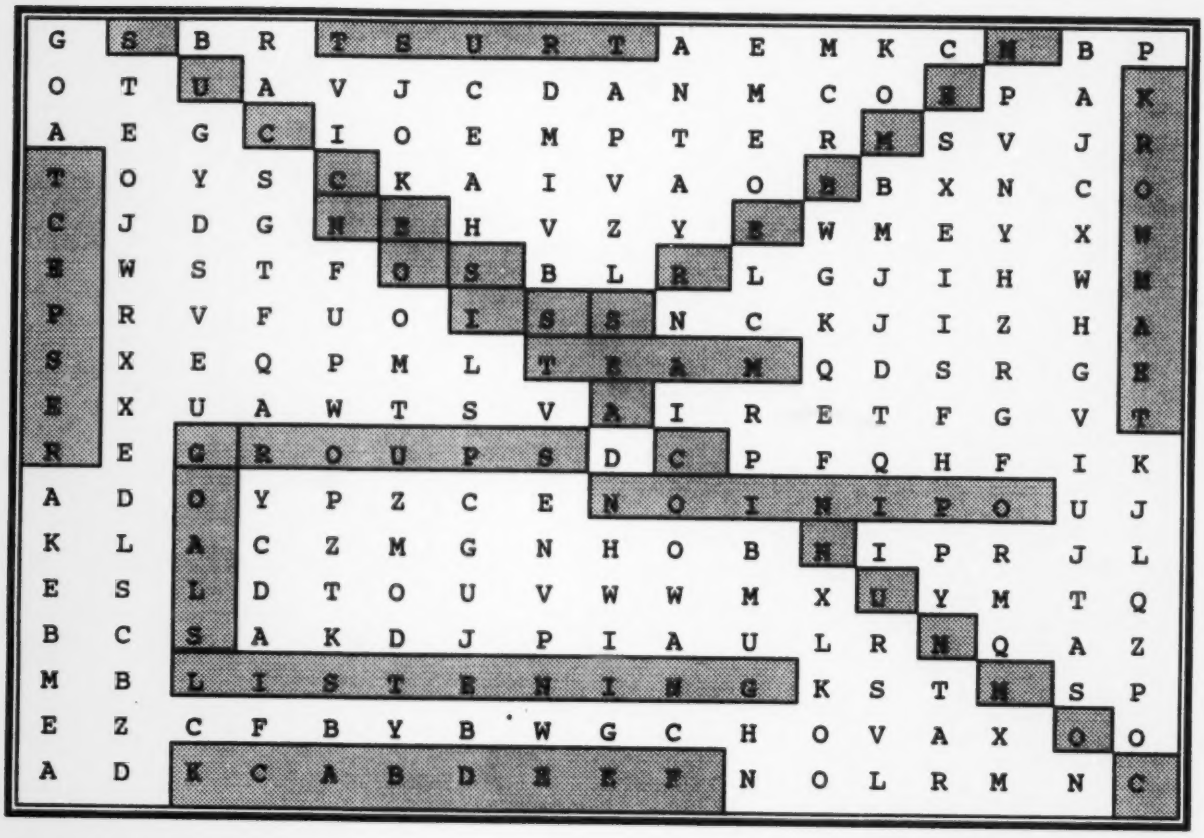
Members

Success

Goals

Feedback

ANSWER KEY
WORD SEARCH



Please find the words listed below:

Team	Listening	Members
Teamwork	Trust	Success
Groups	Opinion	Goals
Communication	Respect	Feedback

Instruct participants to find as many words as possible in one minute. Assign participants a partner and allow an additional minute. Then assign participants to "groups" and allow one more minute to complete the exercise. Exercise is designed to give the participants the opportunity to understand team effort is sometimes better than individual effort.

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Team Building
Preview

NAME_____ **DATE**_____

_____ 1. Which of the following describes a team?
   a. group of individuals with different goals
   b. group of individuals with each contributing to the whole
   c. group of individuals with hidden agendas
   d. both a and c

_____ 2. Which of the following represents teamwork?
   a. quarterback passes the ball to a receiver
   b. employees cooperate with supervisors to complete a task
   c. stock worker places product on shelf; salesperson helps customer select product from shelf
   d. all of the above

_____ 3. Which of the following is characteristic of a group?
   a. members feel a sense of owning jobs
   b. members think they are brought together
   c. members contribute to organization's success
   d. all of the above

_____ 4. Which of the following is characteristic of a team?
   a. members focus on selves and approach job as hired hands
   b. members are told what to do
   c. members work in a climate of trust
   d. conformity appears more important than positive results

_____ 5. Which is the best definition for synergy?
   a. The individual part is greater than the sum.
   b. A state of non-creativity.
   c. The individual parts are equal to their sum.
   d. The whole is greater than the sum of its parts.

_____ 6. Which of the following can cause a team to succeed?
   a. everyone trying to be boss
   b. last minute changes
   c. willingness to try something new
   d. criticism of other members

_____ 7. Which of the following is not a trait of good teamwork?
   a. clear goals
   b. desire to work independently
   c. group consensus in decision making
   d. high satisfaction with team success

_____ 8. Which of the following statements regarding learning styles is correct?
   a. an employee who learns better by reading is superior to one who learns by doing
   b. manipulating is not a valuable learning style in a manufacturing environment
   c. no one learning style is better than another
   d. both a and b

_____ 9. Which of the following statements regarding problems is true?
   a. problems help mold our future
   b. problems warn us about potential disasters
   c. no problem is without a solution
   d. all of the above

_____ 10. Which of the following is <u>not</u> a problem solving step?
   a. identify the problem
   b. delegate responsibility
   c. brainstorm solutions
   d. reassess periodically

Team Building Exercise
Answer Sheet

1. B
2. D
3. B
4. C
5. D
6. C
7. B
8. C
9. D
10. B

Groups vs. Teams

This handout contains copyrighted material. Therefore, it can not be included in this package. For a copy, see the original source:

Maddux, Robert B. Team Building: An Exercise in Leadership. Revised Ed. Menlo Park: Crisp, 1986. 5.

What is a Team?

- TWO OR MORE INDIVIDUALS
- WORKING TOGETHER
- TOWARD A COMMON PURPOSE
- WITH EACH INDIVIDUAL MAKING UP A PART OF THE WHOLE

What Makes Teams Successful?

OPEN COMMUNICATION

LISTENING TO EACH OTHER

RESPECT

BEING CO-OPERATIVE

USING EACH OTHER'S KNOWLEDGE, SKILLS, OR EXPERIENCE

TRUSTING EACH OTHER

WILLING TO TRY SOMETHING NEW

UNDERSTANDING SOMEONE'S OPINION

UNDERSTANDING THE GROUP'S OBJECTIVE (HAVING A COMMON GOAL)

REVIEWING YOUR RESOURCES, MATERIALS, SKILLS

BEING POLITE

EXPLAINING YOURSELF

TRYING TO ANTICIPATE PROBLEMS

HELPING SOMEONE ON THE TEAM WHO NEEDS IT

BEING OPEN TO CONSTRUCTIVE CRITICISM

WORKING TOGETHER

HAVING A LEADER (GUIDES, INITIATES, COACHES, GIVES FEEDBACK)

TAKING INDIVIDUAL RESPONSIBILITY

BEING FLEXIBLE

TRAITS OF "GOOD" TEAMWORK

- CLEAR GOALS
- AN UNDERSTANDING OF GOALS BY MEMBERS
- DESIRE OF MEMBERS TO WORK TOGETHER
- GOOD COMMUNICATION BETWEEN MEMBERS
- GROUP CONSENSUS IN DECISION MAKING
- TRUST AND RESPECT BETWEEN MEMBERS
- HIGH SATISFACTION WITH TEAM SUCCESS

KEY SKILLS AND TOOLS WHICH MAKE TEAMS WORK

- GIVING AND RECEIVING INFORMATION
- GIVING AND RECEIVING FEEDBACK
- GATHERING IDEAS, SHARING THOUGHTS
- ESTABLISHING TEAMS, WORKING IN TEAMS
- ESTABLISHING TRUST IN THE ORGANIZATION
- IDENTIFYING, DEFINING, PRIORITIZING, AND RESOLVING ISSUES, CHALLENGES AND PROBLEMS
- DEVELOPING ACTION PLANS
- IMPLEMENTING CHANGE AND CONTINUOUS IMPROVEMENT

WHAT COULD MAKE A TEAM FAIL?

POOR COMMUNICATION

LOSING YOUR TEMPER

CRITICISM OF OTHER MEMBERS

EVERYONE TRYING TO BE THE BOSS

NOT KNOWING WHAT YOU'RE SUPPOSED TO DO

MEMBERS NOT PARTICIPATING OR CONTRIBUTING

NOT HAVING TIME TO PLAN

CONSTANTLY BEING INTERRUPTED

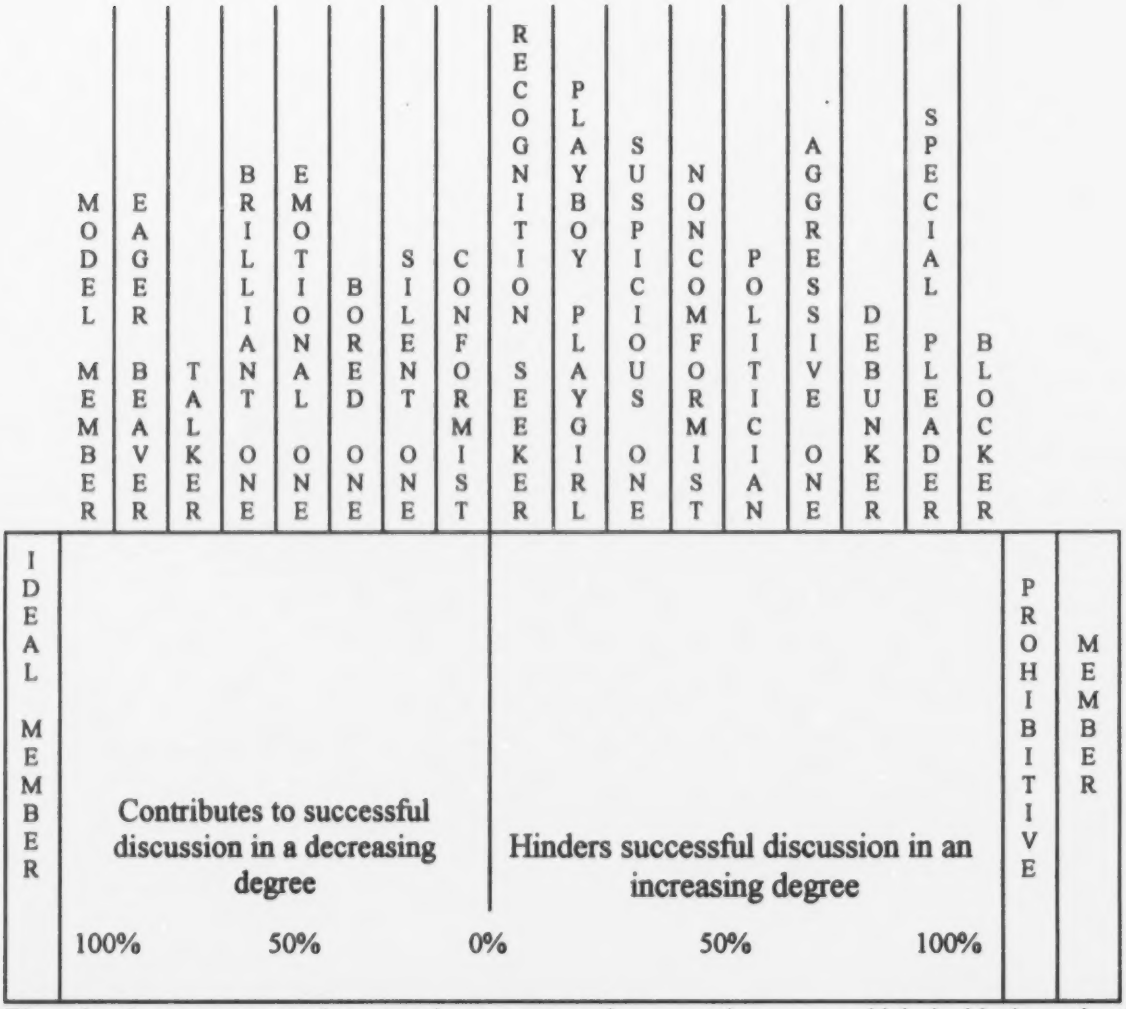
LAST MINUTE CHANGES

POOR COORDINATION

NOT HAVING THE RIGHT RESOURCES

NOT HEARING WHAT SOMEONE SAID

Membership Roles in a Group Discussion



The roles that a group member may play are arranged on a continuum, on which the ideal member is located at the left. Each successive role along the continuum tends to shade off into the next less effective contributing role on its right. The point on the continuum at which the role played makes no contribution to the discussion is represented by the "Conformist." The continuum continues through roles that tend more and more to prevent successful discussion, with the "Blocker" at the extreme right. Successful discussion with him is completely impossible. A description of each role follows.

ROLES IN DISCUSSION

1. *MODEL MEMBER:* As a model member of a discussion group, you consider the needs of the group and its goal; you make every effort to help the group to reach that goal. Your contributions are candid and brief. You make sure that others understand your ideas, and you try to understand theirs. You provide leadership services when you can do so most appropriately. You are aware of other members., and you try to help them to make their greatest contribution to the group.

2. *EAGER BEAVER:* You are anxious to get started and to keep the discussion going. You are impatient with those who wish to take time to discuss a point. You are interested in reaching a solution quickly, but you may not care what that solution is. You value efficiency and speed above deliberation and careful thinking.

3. *TALKER:* You have a great deal that you feel you must say. You seem to have made more preparation than other members, and you would hate to miss reporting everything you have studied. You are interested in reaching a satisfactory conclusion, and you feel that your material is necessary for that conclusion. But most of all, you like to talk.

4. *BRILLIANT ONE:* You are intelligent; you know it, and so does the rest of the group. At first, you do not try to dominate; you are patient, explaining points carefully and answering all questions. As the discussion progresses, your patience grows short, you talk more often and in more positive terms; you interrupt others. Finally, you propose the "only" solution. If it is not accepted, you give up and remain silent. You feel that the others are not smart enough to understand you.

5. *EMOTIONAL ONE:* You react strongly to the contributions of others. Ideas are either "right down your alley" or "dead wrong." You make statements like: "That just doesn't seem right, somehow"; "People who talk like that make me ill", "I can't stand that point of view!" You have a built-in guide to your opinions, and it isn't logic. You are the first to let everyone know how you feel about every point.

6. *BORED ONE:* You challenge everyone to say something that you haven't heard before. Talking, you feel is a silly waste of time, for those doing the talking are badly prepared, inexperienced, and immature. You believe that if there were a solution to the problem someone would already have thought of it. You don't understand why you can't discuss with people who really say something. You don't see the point of this discussion; you would rather be elsewhere.

7. *SILENT ONE:* For many reasons, you will not talk in a group. You may believe that you have nothing to contribute, that others have more important contributions, or you may simply be shy. Although you may answer a question briefly, you will not initiate discussion. You just don't want to talk.

8. *CONFORMIST:* You agree with every suggestion. You make contributions, and you think everyone else's remarks are very good. Because you wish to please everyone, you try to avoid disagreements; therefore, you are not critical of contributions. If anyone asks, you think that the group is "just splendid."

9. *RECOGNITION SEEKER:* You are ambitious and capable. You like to have an audience, and you view discussion as an opportunity to become better known. Your remarks are intended, not to advance the discussion, but to draw attention to yourself. Your contributions are probably more valuable to you than to the group. You will think that discussion has been successful if you have met important people, been recognized by Mr Big, or been elected chairman for the next meeting.

10. *PLAYBOY, PLAYGIRL:* You regard a discussion meeting as a social occasion. You enjoy people and believe that they like you. You think discussions are boring, but they can be fun if no one is too serious. You see yourself as the jokester, poking fun at other members and helping everyone to have a good time. You are the life of the party and you leave serious thinking to others.

11. *SUSPICIOUS ONE:* You can't believe that anyone can be honest about his contributions. You suspect that all are covering up their real beliefs. You think that everyone is motivated by selfish interests and will agree only on points by which they will profit personally. During discussion, you try to psychoanalyze and unveil each member of the group.

12. *NONCONFORMIST:* You dislike being a member of the majority, or even of the minority. You are pleased to stand alone if you can find just a little ground on which to do it. You will defend any position, the more startling the better, if you can find some small justification for it. You like more than anything to be the center of controversy; you enjoy defending your position against the rest of the group. You are playing a game, not trying to solve a problem.

13. *POLITICIAN:* You oppose the leader as a matter of principle. You seek to sir up disagreements, develop a following, and take over leadership of the group. Your means is overstatement, claiming that you know the "inside story," or presenting startling facts. You watch the leader carefully attempting to correct, revise, and restate his remarks, and hoping that the group will follow you.

14. *AGGRESSIVE ONE:* More than anything else, you would like to be able to say that your ideas were accepted and your solution adopted. You regard discussion as a fight for your views; you don't care by what means you fight. You are willing to use any tactics. You think of yourself as "tough-minded," one who demands results.

15. *DEBUNKER:* You have nothing to contribute, and in your opinion, neither does anyone else. You find fault with everything that is said. Unconsciously, you try to bring the group down to your level. You have no ideas, and you would be jealous if you thought that others did; therefore, you attempt to demonstrate that everyone has as little to contribute as you have.

16. *SPECIAL PLEADER:* You attend discussions because you have a stake in the outcome of the deliberations. You go not to help the group to solve a problem but to protect your interests.

Discussion is a platform from which you can air your rights and wishes. You are there to protect special interests--yours or someone else's--and you are willing to fight for your cause.

17. *BLOCKER:* You attend a discussion meeting in order to prevent a dangerous act from occurring. You believe that the group is irresponsible and stupid; if it is turned loose, there is no telling what it may do. Because you believe that the group cannot possibly make an intelligent decision, you seek to prevent the group from doing anything.

LEADERSHIP ROLES

18. *DEMOCRATIC LEADER:* You have been selected as leader of a group. You try to help the group to identify its problem, its goal, and the barriers to that goal. You pay special attention to the leadership needs of the group, but you participate as a member of the group. You avoid dominating the group's thinking. You welcome assistance and encourage all members to participate in leadership when they can do so effectively. You trust the group and the discussion method. You work with the group in order to help it to reach agreement on the solution to the problem.

19. *AUTHORITARIAN LEADER:* You have been elected or appointed to lead the group. You feel that this is an honor and a great responsibility. You believe that you were selected because you possess certain traits necessary to leadership, and you set out to exercise them. Because you are the leader, you must guide the group to the most satisfactory decision. You must be sure that the group reaches that decision, for you will be praised or blamed for the group's success or failure. Therefore, you decide what the group should do, and you try to induce the members to accept your solution. You feel that leadership is an art of which few people are capable; you believe that you are lucky to be one of those few

What are Problems?

This handout contains copyrighted material. Therefore, it can not be included in this package. However, a copy may be obtained from the original source:

Maxwell, John. "What Are Problems." Your Attitude: Key to Success. N.p. : ARGUS, n.d.

Problem Solving

Stress affects the quality of your decision making--it closes off seeking alternative solutions to a problem and only obvious solution are considered.

Steps of problem solving

1. Identify the problem--
   Is it someone or something.
   Write a short definition of the problem.

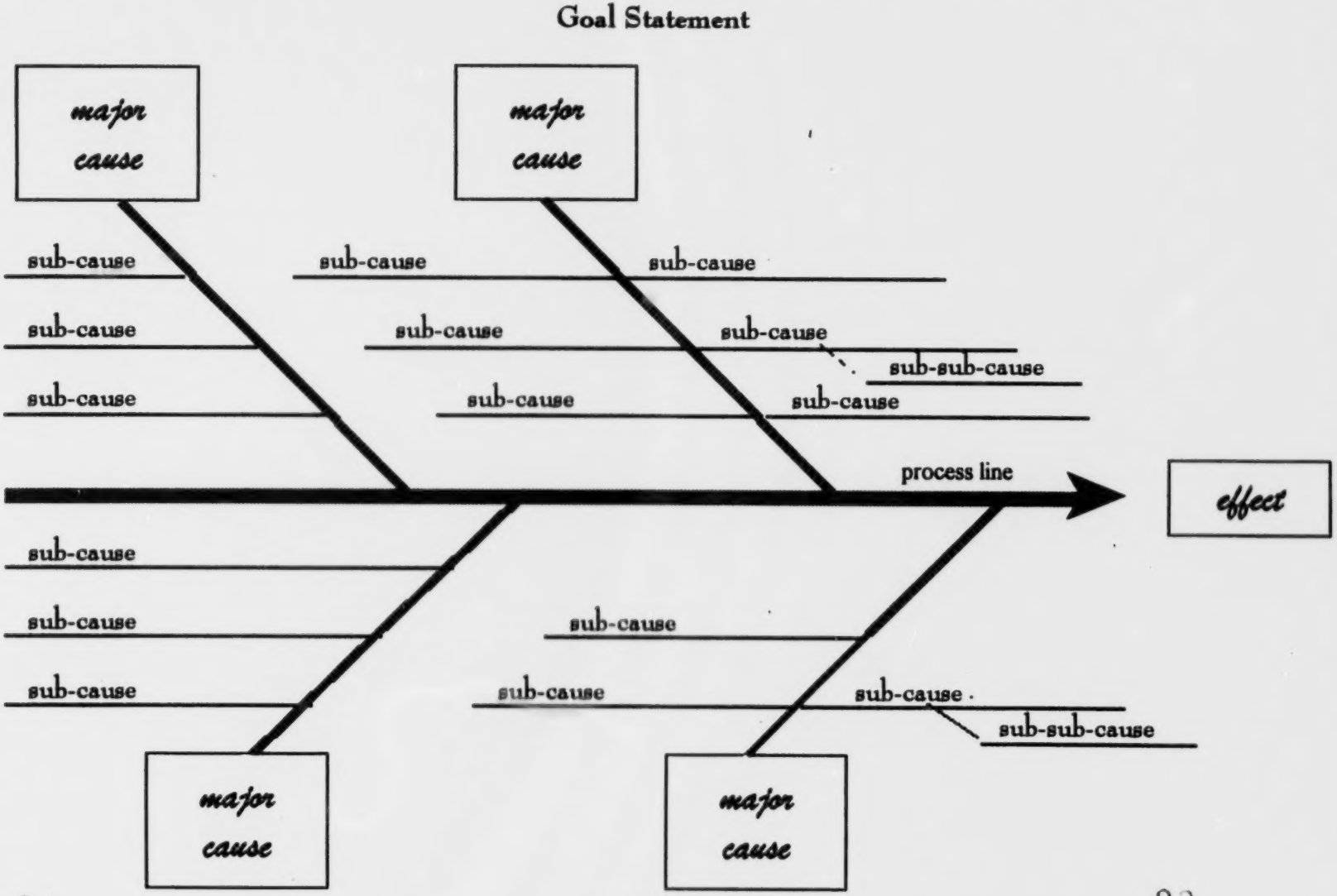
2. Brainstorm solutions--no limits--every possible solution alone or with colleague include: do nothing and keep doing as is being done.
   Stop--turn your attention to decision making. After careful and deliberate process of information gathering and weighing of pros and cons.....

3) Decide to decide--
   1) take each alternative one at a time.
   2) evaluate the cost and benefits of each
   3) do you need more information about it and do you have time to gather more information
   4) make a ***reasoned*** choice from the alternatives

4) Implement the solution

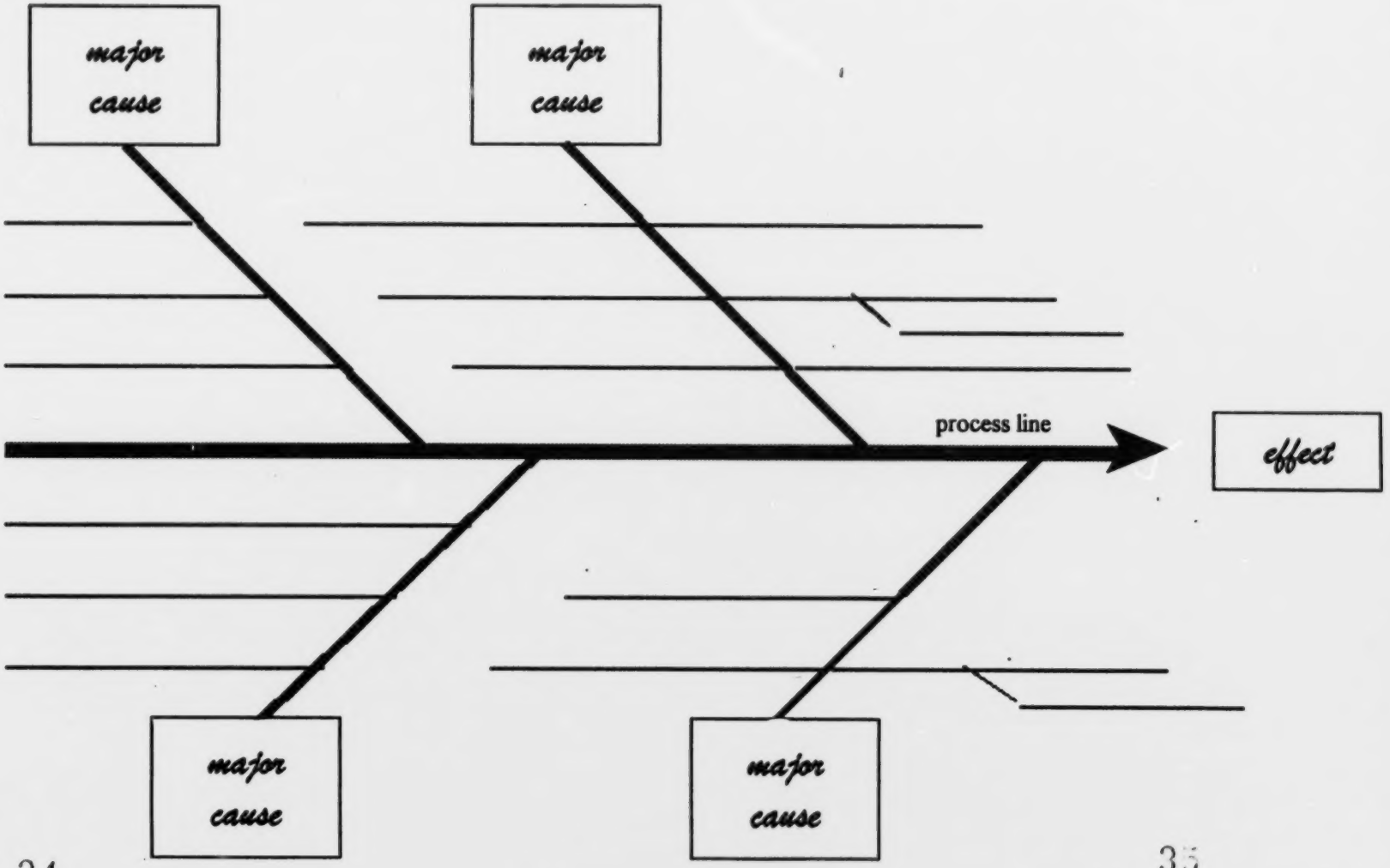
5) Reassess periodically--
   1) is solution that you implemented working
   2) does plan require some fine tuning
   3) correct when needed

Elements of the Ishikawa Diagram



Elements of the Ishikawa Diagram

Goal Statement



Learning Styles Checklist

Directions: Place a check beside any item that most correctly describes you.

_____ 1. I learn a process best when I read about it.

_____ 2. When I read, I jot down important information.

_____ 3. When learning a new procedure, it helps for me to hear other employees discuss it.

_____ 4. I learn best by actually doing a procedure.

_____ 5. When I'm learning something new, I often say the information aloud to help me remember it.

_____ 6. I can remember a process better by "seeing" it in my mind.

_____ 7. I enjoy typing on a computer keyboard.

_____ 8. I learn better when someone explains a job procedure to me.

_____ 9. The manuals I use on my job make more sense when I read them aloud.

_____ 10. I had rather read a work memo than have someone tell me about its content.

_____ 11. I learn more from watching videos than reading manuals.

_____ 12. I like to hear co-workers discuss different aspects of the job.

_____ 13. When I need to deliver a message, I'd rather phone than write.

_____ 14. I prefer to move around when I'm learning something new.

_____ 15. When I try to remember how to do an operation, I try to picture it in my mind.

_____ 16. When learning new information, I like to learn in a group.

_____ 17. When I learn a new part of my job, I want to watch an example of how to do it.

_____ 18. Graphs, charts, and illustrations help me learn new job procedures.

_____ 19. I had rather work on a machine than read a manual.

_____ 20. To correctly understand a report, I must read it myself rather than have someone else explain it to me.

_____ 21. When I write, I seem to communicate better than when I speak.

_____ 22. I write down information when listening to an explanation.

_____ 23. I enjoy reading in my spare time.

_____ 24. When I hear information, I usually don't forget it.

_____ 25. When I'm learning a new job procedure, I like to discuss it with over employees.

_____ 26. When someone explains a new job procedure, I often take notes.

_____ 27. I can follow directions more easily if someone reads those directions to me.

_____ 28. It is difficult for me to sit still when learning in a classroom.

_____ 29. Procedural manuals are helpful when I am trying to learn a job.

_____ 30. My work life is more orderly when I write down my schedule.

Checking the checklist

Directions: Circle each number for which you checked a blank on the checklist.

Reading: 1, 10, 20, 23, 29

Writing: 2, 21, 22, 26, 30

Hearing: 3, 8, 12, 24, 27

Manipulating: 4, 7, 14, 19, 28

Visualizing: 6, 11, 15, 17, 18

Speaking: 5, 9, 13, 16, 25

If you circled at least three numbers in any category, it is probable that you possess the learning style indicated by that category. The following suggestions may help you when you need to learn new information regarding your job.

If you learn best by ***reading:***

*Read your manual before you hear an explanation of the job
*When you watch someone perform the job, take notes about what they do, then read them later
*Read instructions and safety rules rather than listen to someone else read them
*When you encounter unfamiliar terms, look them up in your manual glossary or a dictionary

If you learn best by ***writing:***

*Take notes as you read your manual
*Take good notes when someone explains a process
*List your job steps in order

If you learn best by ***hearing:***

*Listen to information about your job on audio or videotape
*Read aloud when studying your manual

*Listen to what supervisor and colleagues say about your job
*Have a colleague read job information to you
*Talk to yourself about your job
*When you hear new information about your job, repeat it to yourself

If you learn best by ***manipulating:***
*Observe someone running a job before you attempt it
*Visit your work area prior to learning a job (if possible)
*Try to remain active as you learn something new
*Try to make the most of hands-on learning

If you learn best by ***visualizing:***
*Try to mentally picture your job steps
*Try to visualize job terms
*Pay attention to the appearance of machines in your work area
*Watch someone run your job before you attempt it
*Watch training videos

If you learn best by ***speaking:***
*Repeat job steps aloud as you are learning them
*Quiz yourself aloud about your job
*Discuss your job with colleagues
*Try to learn new information with a group

You may have discovered that you have more than one preferred learning style. This is not unusual. By tuning in to your style(s), you may find that learning new information about your job is easier and more enjoyable. Also remember that no learning style is superior to another, and when you are assisting someone with learning his or her job, his or her learning style may be different than yours. Learning styles also play an important role in team-building...the way you and your teammates learn impacts your approach to solving problems. The most effective teams are those which maximize the strengths of each member, including the way members learn new information.

PROBLEM SOLVING

"Brainstorming" Exercise

Work with your team members and resolve the following problem:

You are the key management group of a company that manufactures widgets. Widgets are small and fragile; they must be carefully packed--one to a box. We pack our widgets in day-old newspapers which we get free. Our output has decreased because the packers in our shipping room are reading the newspapers and everything is getting backed up. What should we do? In what ways might we reduce the backlog in the packing department?

Team Building
Review

NAME_____ DATE_____

_____ 1. Which of the following describes a team
a. group of individuals with different goals
b. group of individuals with each contributing to the whole
c. group of individuals with hidden agendas
d. both a and c

_____ 2. Which of the following represents teamwork?
a. quarterback passes the ball to a receiver
b. employees cooperate with supervisors to complete a task
c. stock worker places product on shelf; salesperson helps customer select product from shelf
d. all of the above

_____ 3. Which of the following is characteristic of a group?
a. members feel a sense of owning jobs
b. members think they are brought together
c. members contribute to organizations' success
d. all of the above

_____ 4. Which of the following is characteristic of a team?
a. members focus on selves and approach job as hired hands
b. members are told what to do
c. members work in a climate of trust
d. conformity appears more important than positive results

_____ 5. Which is the best definition for synergy?
a. The individual part is greater than the sum.
b. A state of non-creativity.
c. The individual parts are equal to their sum.
d. The whole is greater than the sum of its parts.

_____ 6. Which of the following can cause a team to succeed?
a. everyone trying to be boss
b. last minute changes
c. willingness to try something new
d. criticism of other members

_____ 7. Which of the following is not a trait of good teamwork?
   a. clear goals
   b. desire to work independently
   c. group consensus in decision making
   d. high satisfaction with team success

_____ 8. Which of the following statements regarding learning styles is correct?
   a. an employee who learns better by reading is superior to one who learns by doing
   b. manipulating is not a valuable learning style in a manufacturing environment
   c. no one learning style is better than another
   d. both a and b

_____ 9. Which of the following statements regarding problems is true?
   a. problems help mold our future
   b. problems warn us about potential disasters
   c. no problem is without a solution
   d. all of the above

_____ 10. Which of the following is <u>not</u> a problem solving step?
   a. identify the problem
   b. delegate responsibility
   c. brainstorm solutions
   d. reassess periodically

Team Building
Preview/Review Answer Key

1. B
2. D
3. B
4. C
5. D
6. C
7. B
8. C
9. D
10. B

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

Name of Course: Team Building
Date of Course: _____

Name: _____
Employer: _____

GOALS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
•Improve skills for current job •Improve problem solving/critical thinking	(Motivation)	Motivational Activity -- word search			
	(Assessment)	Assessment Activity -- preview	____	X	
	Discuss the benefits and components of a successful team	Team exercise			
	Discuss the traits of good teamwork	Video -- teamwork			
	Verify the characteristics of teams as opposed to the characteristics of groups	Discussion -- group vs. team			
		Discussion -- teams			
	Discuss the categorical roles of members of groups	Discussion -- roles in groups			
	Identify problem solving techniques	Video -- problem solving			
		Discussion -- problem solving techniques			
		Self-evaluation -- learning styles			
	(Closure)	Applied Practice -- problem solving			
	(Assessment)	Assessment Activity -- review	X	____	

45

40

Employee Signature Date

Instructor Signature